

DEPARTMENT OF MINES AND RESOURCES

Honourable Jas. A. MacKinnon,
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Education Division

INDIAN AFFAIRS BRANCH

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next issue 1 June, 1949.

Training is relatively easy and simple; it can be given fast and effortlessly, once it has been decided what kind of training it will be. But education is something deeper and more difficult; its purposes are self-realization and understanding, and it goes from self to groups, and out and on to farther understandings of one another in order to work and live together.

Dr. J.B. Melling.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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indicates article of special interest
to Indian Affairs Branch officials.

Surely, you know, taking only this,
that the master key admitting a child to all,
or almost all, palaces of knowledge is his
ability to READ. Then he has grasped that key
of his mother tongue he can, with perseverance,
unlock all doors to the avenue of knowledge.
More - he has the passport to heavens unguessed.

- Sir Arthur Quiller-Couch.

PART I SCHOOL ADMINISTRATION.

21 SUPERVISOR OF PHYSICAL EDUCATION AND RECREATION.

The following advertisement has been widely circulated across Canada by the Civil Service Commission:

" THE PUBLIC SERVICE OF CANADA REQUIRES
FOR THE INDIAN AFFAIRS BRANCH, DEPARTMENT
OF MINES AND RESOURCES AT OTTAWA

A SUPERVISOR OF PHYSICAL EDUCATION AND RECREATION
(Administrative Officer, Grade 2) \$3,360 - \$4,080.

Application forms should be filed with the
CIVIL SERVICE COMMISSION, OTTAWA, not later than

April 16, 1949.

DUTIES:

Under direction, to be responsible for carrying out a program of physical education and recreation on Indian Reserves and in Indian Day and Residential Schools throughout Canada; to conduct courses in physical education and recreation for field officials of the Indian Affairs Branch and teachers of Indian Schools; to co-operate with provincial authorities in joint programs of physical education and recreation; to deal with correspondence and to prepare reports; to make recommendations leading to improvement in the efficiency of existing physical education and recreation activities among the Indian population; and to perform other related duties as required.

QUALIFICATIONS

Graduation from a university of recognized standing with a Bachelor's degree in Health and Physical Education; knowledge of modern teaching methods and physical education and at least five years' experience in physical education and allied fields; knowledge of and experience in corrective physical education; ability to instruct and supervise the work of others; ability to prepare reports and recommendations and to deal with official correspondence; personal suitability; satisfactory physical condition.

NOTE

Except in the case of persons entitled to the preference for war service, preference in appointment will be given to qualified candidates who are not over forty years of age on the closing date for the receipt of applications.

Competition number - 49-4669 - should be quoted. "

This position is for the Education Division of the Indian Affairs Branch. All teachers in our Indian Day and Residential Schools who can qualify should, if interested, make application to the Civil Service Commission on the application forms obtainable at any post office.

22. SCHOOL SUPPLY REQUISITIONS.

On the whole we have been very pleased with the response of principals and teachers to the suggestions made in article 9 of the December 1948 issue of the Bulletin. Most of the residential schools and day schools concerned have already submitted their requisitions and in many cases will have received their supplies. At the present time the Stationery Branch is closed for annual stock-taking and therefore requisitions are not being filled for the next fortnight.

Any schools which have not yet submitted their requisitions for the deadline dates mentioned in article 9 will probably not receive these supplies now until June or July. Therefore we would suggest that you again read article 9 in order to refresh your minds as to the scale of issue, special delivery instructions, conservation, and particularly how to use the order form. Remember that two copies of the "Order Form for Standard School Supplies" are forwarded here.

23 ONTARIO PERMIT TEACHERS.

The following extract is from the Ontario Department of Education Application Form for Admission to the First-year Summer Session of the Normal Schools at Toronto and North Bay:

"CERTIFICATES -

"1. A successful candidate at the 1949 First-year Normal Summer Session will be granted a Deferred Interim Second Class certificate valid for teaching in an elementary school during the school year 1949-50.

"2. The holder of a Deferred Second Class certificate may qualify for a regular Interim Second Class certificate by (a) attending successfully a Second-year Normal Summer Session and submitting a statement from a school inspector certifying that the applicant has taught successfully for at least six months during 1949-50 in the Provincial Schools of Ontario or (b) attending the January to June Normal School Session. "

Teachers interested in obtaining more details should apply to the Department of Education in Toronto.

24 SUMMER SCHOOLS FOR TEACHERS.

Once again, it is time for our annual reminder concerning the need for attending Summer Schools. It is most important that we in Indian Education keep abreast of current modern educational methods and trends.

Day School teachers are of course aware of the fact that they must improve or refresh their academic and professional qualifications in order to advance at certain stages of their salary schedule. Teachers should not hesitate to write the Education Division for advice as to the courses which they should attend. Once again, we would particularly remind all teachers in Eastern Canada of the courses in Auxiliary Education conducted by the Ontario Department of Education in Toronto. Many of our teachers have attended these courses and have found them most useful. So well known are these courses becoming that last year teachers from as far away as Prince Edward Island and Jamaica came to Toronto for these classes.

We would recommend that all teachers interested write as soon as possible to the Department of Education, Queen's Park, Toronto, for details and application forms.

Teachers who are interested in combining a holiday with a summer session will be interested in the School of Special Education being conducted at Michigan State Normal College, Ypsilanti, Michigan, (30 miles from Windsor, Ontario). For a summer school catalogue they should write to F. E. Lord, Director of Special Education.

25 INDIAN DAY SCHOOL TEACHERS' ANNUAL REPORT.

Day school teachers will find enclosed the revised annual report form for completion and return to the Department by April 30, 1949. One copy is for retention at the school and the other for forwarding to the Education Division, Indian Affairs Branch, Department of Mines and Resources, Ottawa.

26 TUITION GRANTS FOR HIGHER EDUCATION.

Teachers should now begin discussing with grade 8 pupils their plans for secondary education. Mention also to your Indian Superintendent the various requirements of these children so that he will have previous knowledge of them when the Tuition Grant Application forms are prepared.

These grants for higher education to Indian children are increasing in number each year and we would strongly recommend that applications be forwarded as soon as children have either been recommended for high school or have passed their Entrance examinations.

27 QUALIFICATIONS OF INDIAN DAY SCHOOL TEACHERS.

The following comparative chart shows the qualifications of Indian day school teachers at January 1, 1949, as compared with January 1, 1948:

<u>Grades</u>	<u>January 1948</u>	<u>January 1949</u>	<u>Increase</u>	<u>Decrease</u>
Teachers Grade <u>IV</u>	3	3	--	--
Teachers Grade <u>III</u>	97	133	36	--
Teachers Grade <u>II</u>	106	104	--	2
Teachers Grade <u>I</u>	120	102	--	18
Welfare Teachers -				
Grade <u>III</u>	5	9	4	--
Grade <u>II</u>	8	13	5	--
Grade <u>I</u>	3	5	2	--
Principals	10	14	4	--
Total Number of Teachers employed	352	383		

- The most encouraging facts revealed by the above table are
- (i) an increase in the number of Grade III teachers,
 - (ii) a decrease in the number of Grade I teachers.

This means that we now have more teachers holding First Class Certificates than those in any other category.

As has been clearly stated in our Day School Salary Schedules, it will be the policy of the Department to employ only teachers who hold recognized teaching certificates. Grade One or non-certificated teachers can be retained in the Service but it is not intended to employ further non-certificated teachers except in the event of an emergency. As a result of this policy, the number of Grade One teachers is declining steadily as shown above.

Therefore Grade One teachers presently in our service should seriously consider their attendance at Normal Schools in order to obtain Provincial teaching certificates. Several have already written to their Indian Superintendents, who have in turn corresponded with the Department concerning a year's leave of absence to attend teacher training courses. The Department is anxious that other Grade I teachers presently employed also plan to attend Normal Schools and to obtain provincial certificates.

Certain provinces have now stopped the issuance of Second Class teaching certificates so that the Grade Two teacher category should also decrease in the years to come. Therefore, Grade Two teachers presently in our service should plan to work towards their First Class Certificates. Summer School and other courses leading to an improvement in their professional standing should be planned by Grade Two teachers.

To summarize therefore, in the one year period ending June 1, 1949, the qualification status of the teachers in our Day Schools has changed as shown hereunder:

	<u>Qualified</u>	<u>Unqualified</u>
1948	66%	34%
1949	73	27

Editor's Note.

One of the most constant problems facing those teaching Indian children is that of the lack of English on the part of their pupils. The following article is adapted from one which appeared in the bulletin "Indian Education" published by the United States Indian Service. It will be of great interest to all inspectors, principals and teachers concerned with the problem of English retardation:

"Many Indian children of the upper elementary and high school years do not have a command of English commensurate with their ability to learn, and with their years of exposure to English. Teachers complain freely about this phenomenon, but are less eager to lend sympathetic understanding to the mainsprings and undercurrents which year by year have made the lamentable conditions more acute. This article will review some of the contributing factors, and following articles will scan remedial procedures.

1. English retardation may be a carry-over from earlier school years.

Sometimes an Indian student's lack of command of English may be a carry-over from his early elementary years, where his first attempts at learning were ~~unsuccessful~~. His lack of success in his elementary school years may be traced to one or more, or a combination of several factors.

(a) He may have been exposed to teaching methods that were unadjusted to his abilities, aptitudes or handicaps.

The senses are the avenues of learning. The teacher who makes use of as many of the senses as possible in establishing early associations and concepts will be the most successful for the average child. However, there are some children who are definitely auditory-minded, others who are definitely visual-minded, and still others who learn best when kinaesthetic (muscle) stimuli are utilized. A child who is slightly deaf, or who is deaf to certain tones, may be seriously retarded if the teacher uses exclusively the phonetic method of teaching reading. Another child may be more responsive to the phonetic method than he is to sight methods of teaching word recognition. Still other children will not retain what is presented unless the bonds are strengthened by motor associations. For example, it helps a child to learn the spelling of a new word if he writes it, or traces the letters in the air. When he does that he is making use of the motor avenue of learning. Some children learn best through this avenue. To omit any one of the three approaches will retard the learning of many children. The efficient and successful teacher studies each individual child in her class, and then adjusts her methods of teaching to the aptitudes and abilities of each and all. However, many children are not fortunate enough always to have efficient and understanding teachers in this respect. As a result, they cannot keep up with the children to whom the teacher's methods are suited; they become discouraged and they often develop bad attitudes that have lasting effects on their learning in later years.

(b). He may have had so many different things presented to him in his first few elementary years that mastery of any one was impossible.

Teachers are so at home with English that they fail to realize what a hurdle the six-year-old must make when he enters the strange environment of the school, and at the same time must learn a new language. They do not realize that in a short time the six-year-old non-English-speaking beginner must learn a vocabulary that English-speaking beginners have been learning over a period of six years. They begin to present English vocabulary at a rate with which not even a genius could cope. The child is soon lost in a maze of a new vocabulary. Even Indian children who have been brought up in an Indian home where English is spoken are likely to have acquired a very restricted vocabulary, in comparison to an urban white child.

Scientific experiments on the rate of vocabulary presentation have been made by several experts in the field. They all agree that in teaching a second language, vocabulary should be systematically presented with

sufficient repetition of use to insure retention. All do not agree on the number of words that can be retained and used by a six-year-old beginner during his first school year. Some state that not more than 250 new words will be retained by the average learner; a few put the number at 500; but most of the experts say 300 to 350 new words can be learned by most six-year-olds.

Teachers who fail to realize the dangers of presenting new vocabulary too rapidly and who thus fail to limit the vocabulary they present, do the learner a lasting injustice. Even though he doesn't become lost and discouraged, he becomes confused, uses wrong words to express his meaning, uses incorrect tense forms of verbs, fails to use articles before nouns, and becomes habituated to many of the other typical errors Indian students make. It is far better to limit the teaching of English to what can be mastered, than to try to cram English vocabulary in the lower grades, only to have to unlearn incorrect usage of the language later.

(c) He may have had to live in a classroom where 'talking' and 'doing' were in disrepute.

Non-English-speaking beginners learn a second language in the same way that they learned their first language. Through first-hand experiences they learn to associate the new English names with the things in their environment. In reacting to their surroundings in the form of examination, experimentation, play and work, children gain new ideas, which in turn call for the learning of new vocabulary if these ideas are to be expressed in English. If full and adequate learning is to take place the beginner must be subjected to a stimulating classroom environment - a classroom filled with many things with which to experiment, to play, to work. Then he must be encouraged to talk about the new ideas he gains from such 'doing'. A beginner will not learn to speak English well if he is placed in a room which is limited in its equipment to desks, seats and pencils, where 'talking' makes the room too noisy for the comfort of the teacher.

2. Some Indian high school students have no great interest in learning English.

(a) The student may not be interested because he feels adequate without a knowledge of English. His native tongue meets his social needs for language. Outside the classroom he has no pressing need for English, and inside the classroom he is seldom asked to use more than a word or two. His attitude may be, why exert the time and effort to learn a language which has no more use than that?

(b) The student's attitude toward learning English may be the result of the indignities and discriminations he has suffered because of his race. These feelings are likely to be deep-seated. More often than not, the student himself is not aware that they exist. He may have met ridicule and nonacceptance by other groups. He may have been made to feel inferior. Unconsciously his feelings for the group which subjected him to discrimination may be transferred to a dislike for the language they speak.

(c) Indian speaking students often hesitate to use the English that they do know, because they realize they speak the language inaccurately or with an accent. Not wishing to be different, they refrain from speaking. Many speech habits and sounds from native Indian languages are carried over into English speech with the result that the student fails to enunciate the English sounds correctly, and speaks with an accent. Also, the elaborate and intricate structural pattern of many Indian languages is likely to become confused with structure of the English language which in itself is far from simple. Because of the peculiarities of speech the child is likely to develop from these causes, he is misunderstood, and sometimes laughed at. As a result he avoids the use of English wherever possible.

3. Attitude of uppergrade and high school teachers.

An assumption which appears to be prevalent in some schools among teachers of older students is that all the basic reading and speaking skills should be developed by the end of the fifth or sixth grade. This assumption is psychologically unsound and teachers who base their work

on it, retard the thinking of their students. It is impossible to give a child in the first six elementary years all of the reading and speaking skills he will need later; and even though it were possible, he could not master some of them because of his immaturity. Thinking is a growing and developing process, therefore, the development of reading and speaking skills which are important to thinking should not cease at any particular level. They should be developed each year at progressively higher levels.

Indian children in boarding schools are away from their parents for long periods of time. They have little opportunity for continued growth of thinking in their native language. Even day school pupils do not have constant association with more mature thinkers in the Indian language. The student is dwarfed in his power to use his own language, unless he receives the utmost understanding and help he does not progress to mature levels in his thinking in English. He becomes handicapped in both languages.

4. The program of the school may not be conducted to the greatest learning of English.

(a) In schools operating on the departmental basis, there is often little carry-over of learning from one department to another.

This is unfortunate because the teaching of one period could very easily be carried over into the following period, if each teacher knew what the others were doing, and thus without repetition the teaching of one could serve to re-emphasize and strengthen that of the other. This would provide new and additional associations for learnings. This is beneficial, because the greater the number of bonds of association, the broader and more meaningful the learning.

(b) The content of the curriculum often lacks challenge for the student.

A student who is asked to handle ideas which for him are immature soon loses interest in that material. Finding enough content material written at an interest level suitable for older children with a language handicap, yet at the same time expressed in a vocabulary they can handle, poses a real problem. As a result students are called upon to read much material that is at an interest level far below their maturity level, simply because it is all that is readily available which is written in a vocabulary they can understand.

The content of some of the literature courses also holds no challenge for the student. Sometimes it is because the vocabulary is too difficult, and thus blocks understanding. More often the student lacks the background to understand and appreciate the literature content to which he is subjected. For example he will not find 'The Tales of Two Cities' challenging unless he has some knowledge of the historical background for the story. "

29. LANTERN SLIDES

The National Museum of Canada, which is a branch of the Department of Mines and Resources, has made available a number of lantern slide sets illustrating different phases of natural science. The slides have been made chiefly from photographs taken by members of the National Museum staff, during the course of field work. Other sets on natural science and related subjects will be added to the collection from time to time as opportunity permits. The accompanying manuscript notes have been prepared for students of high school age but may be adapted for those in lower grades. The available slides are as follows:

- GEOLOGY (1) Physiography (uncoloured - 84 slides)
- (2) The Story of Oil (coloured - 42 slides)
- BIOLOGY (3) Canada's Atlantic Fisheries (coloured - 39 slides)
- (4) Some Amphibians and Reptiles of Canada
(coloured - 47 slides)
- (5) Indians of Canada (coloured - 56 slides)
- PALAEONTOLOGY:
- (6) Canadian Dinosaurs (coloured - 55 slides)
- GEOGRAPHY (7) New Zealand (coloured - 61 slides)
- (8) England and Wales (coloured - 70 slides)
- (9) Iceland (coloured - 61 slides)

The teachers of schools having lanterns should make application for these slides directly to the Education Division, indicating in their letters the express address to which the slides should be forwarded,

30. HOW EFFECTIVE IS YOUR TEACHING ?

In article 13 of the December issue of the Bulletin we pointed out the need for the use of direct learning techniques in the planning of lessons for Indian children. In this series of articles we present ideas tried and found successful by experienced teachers.

1. A Treasure Corner:

Indian children love wild creatures and one of the ways in which your classroom may be made more attractive is to have a little corner in which these can be displayed. A glass box provides an opportunity for examining the animal without handling it. Such a display box is easily made as follows:

Materials: Three pieces of glass, or clear plastic, 9 x 12 inches, two pieces of glass, or clear plastic, 12 x 3 inches, three pieces of glass, or clear plastic, 9 x 3 inches, and one roll of waterproof adhesive tape, one inch wide:

Method: Fit pieces of glass, or plastic, together and tape joints both inside and out. The tape joining lid to the twelve-inch side forms a hinge so that the lid can be easily raised. Tape edges of lid to prevent possible injury from the glass. The middle of the tape should be held against the glass and tape pressed evenly on each side of glass.

When the glass box is not in use, it may be taken apart, tape removed and glass stored in cupboard. It can be reconstructed easily when needed by applying new tape.

2. An Easily Made Map of Your Home Reserve.

In most provinces a study of the local district is included in the Grade 4 course of study. A useful activity is the making of a cloth map which will not only be interesting for your pupils but will also teach them a great deal about their home reserve.

The map is first drawn on brown paper so that erasures and changes can be made without marring the beauty of the finished map. Once a satisfactory result is obtained on the brown paper, the map can then be pressed lightly on unbleached sheeting. Then use crayolas to outline the roads, rivers, etc., in appropriate colours. Turn the map over and carefully press it on the wrong side with a hot iron. This pressing will stamp the colours so that they will be fast and the map can be washed and pressed. Tack molding on the top and bottom, add a cord for hanging and your map is finished.

Besides the geography learned in the making of such a map, you can include many other activities, such as:

1. Writing - Have your pupils prepare writing booklets describing the various features of the reserve and surrounding country-side.
2. Spelling - Names of rivers, districts, etc.
3. Arithmetic - Problems in measuring, spacing and proportion; determining cost of cloth.
4. Art: Good colour harmony, proportion, neatness, lettering and design.

Your class will also receive training in individual and group responsibility and cooperation. It is suggested that pupils be rewarded for good class work by being allowed to work on the map in shifts of three pupils for fifteen minutes at a time.

3. Spatte Prints:

Many of our Indian schools are located in or near small forests or woods. An excellent Spring suggestion for decoration for the classroom

is the making of spatter prints. These are done as follows:

- (a) Pin a twig of hemlock or other leaf on green or blue construction paper.
- (b) Spread white poster paint over it lightly with an insect sprayer.
- (c) When the twig is removed, after the paint dries, you will have an attractive print.

Such a print makes an attractive background for a tiny calendar: a frieze can be made on brown wrapping paper.

4. Peep Show:

To make a decorative peep show, use a shoe box, some old Easter or Christmas cards, paste and scraps of coloured cellulose tape:

- (a) Cut a circle one inch in diameter from one end of the box.
- (b) From the Easter or Christmas cards cut figures for the scene desired. If the pictures are pasted on strong paper before they are cut out, the figures will be stiffer.
- (c) Paint a setting on the sides and back of the interior or paste scenes cut from cards or magazine pictures.
- (d) Arrange the tiny paper figures, pasting the folded parts at the bottom to make the figures stand upright.
- (e) Cut windows in the cover of the box in such a way that they will go directly over the figure groups when the cover is put on the box. Put colored tissue over the windows. (This tissue should be very light in colour so that sufficient light is provided).
- (f) Cover the whole box with coloured or plain wrapping paper with holes cut in it to fit the windows.

In order to make this an activity in training, it is suggested that you form teams of two or three pupils so that they can compete for the best peep show. Residential School Supervisors will find this an excellent activity for the Spring.

5. Teaching Your Pupils Dollars and Cents.

A practical suggestion for helping your Grade 1 and 2 pupils to learn dollars and cents is by using catalogues.

Have the children look through the pictures and select suitable birthday or Christmas gifts for each other. Then play this game: From the catalogue the child picks out the article he wishes to give another member of the class. The pupil for whom the present is chosen may "accept" it if he can read the price. Then it is his turn to give a gift for another child. Besides learning the worth of dollars and cents, the child learns about suitability of gifts; quality, price, etc.

6. Nutrition Charts:

In The Pas Indian Day School the children make charts on large sheets of brown paper. On one side they print and colour with crayons "EAT TWO KINDS OF VEGETABLES EVERY DAY" and on the other side "EAT MORE FRUIT". They then bring from their homes the labels from tinned foods, cutting out each picture and pasting it on their charts with their names underneath. In this way they learn to distinguish between various kinds of fruits and vegetables and also learn where these are grown.

Incidentally it came as a surprise to Mr. Waller, the teacher, to learn the variety of canned foods that are now included in their diet - pineapple, pumpkin and various soup labels are now appearing regularly. This teacher claims that if school sessions are made sufficiently interesting the parents cannot bribe their children to stay home and miss a day from school. The old saying that "the proof of the pudding is in the eating" was best illustrated when two pupils of his school recently preferred coming to classes instead of attending their sister's wedding. (Indian day school teachers will indeed appreciate how interesting classes MUST be at The Pas Indian Day School). One boy had not missed school for 2½ years until he had to be admitted to hospital after an accident. Impetigo is a thing of the past and the health of the children is excellent. It is no longer necessary to serve noonday meals for these children as they are well fed in their own homes.

Official Opening of Mount Elgin Senior Day School.

The new Mount Elgin Senior Day School was officially opened by Dr. Jas. A. MacKinnon, the Minister of Mines and Resources, on February 18, 1949. This fine new school is of cement block construction with a stucco finish and was greatly admired by both Federal and Provincial School Officials present for the official opening. Among the many speakers at the opening were: Mr. Robert McCubbin, M.P. for Middlesex West; Major D. M. MacKay, Director of the Indian Affairs Branch; Mr. J.E. Morris, Regional Supervisor of Indian Agencies for Southern Ontario; Mr. F. L. Hall, Indian Superintendent, Caradoc Agency; Rev. E.E.M. Joblin, M.A., Supervising Principal of the Caradoc Indian Day Schools; Mr. Gordon Young, B.A., Provincial School Inspector, Middlesex County, Ontario; the Reeves of neighbouring townships; and the Chiefs of the Indian Councils.

Extra-curricular Activities

The Extra-curricular programme at our day and residential schools continues to grow by leaps and bounds. When the position of Supervisor of Physical Education and Recreation is filled (see article 21), he will have a real job on his hands, keeping track of the many successes which our Indian schools are having in Dramatics, Athletics, Art and allied fields.

Hockey News

Reports are reaching the Education Division from all across Canada of the success which our Indian School teams are having in the various leagues in which they are competing. The highlight to date is the report that the Duck Lake Residential School has just won the championship of Saskatchewan in the midget class. We have received the various clippings from the Regina and Prince Albert papers and the Department is indeed proud of the fine record of this team. However, we will let two newspaper articles tell their success story. The first is particularly interesting because it is from the Regina Leader Post, a paper published in the home town of the Regina Pats, who were the other finalists:

"Today we salute the St. Michael's school Indians of Duck Lake, midget hockey champions of Saskatchewan, and their coach, Father George Roussel. Theirs is a success story that should make every village, town and city in the province take notice.

"The Duck Lake boys beat Regina Pats in the final after sweeping everything before them in the north. They came out on top in a field of 28, which is not bad going for a club that started out from an open-air rink. They proved that ice, skates, sticks and a will to win are still the most valuable assets to a boy or group of boys in hockey.

"The Indians are by no means a flash in the pan. They won the northern midget title last season and lost out to Weyburn Jaycees in the final.

"We'll give them full marks,' Del. Wilson, the Pat coach, said after returning to Regina. 'They are on the small side, but have hustle to burn. We had 'em down once, but it didn't bother them. They just dug in and skated faster. And shoot! They can whistle the puck in from anywhere, just like dynamite.

"They pass the puck at every chance and if a forward sees an opening, he lets drive. The two defencemen play back all of the time. We didn't have a chance for a breakaway. One of their players could shoot either hand. The goalie is unorthodox, but very tough to pass'.

"The source of supply at an Indian school must be very limited, yet St. Michael's has produced a runner-up and a champion in two years. That's a direct challenge to every other place throughout the country - from Big River to North Portal. The city slickers can be beaten."

The other newspaper story is from the Prince Albert Daily Herald and reads as follows:

"The story was reversed in the midget section as the Regina boys went down to 5-2 and 6-3 defeats at the hands of Duck Lake's St. Michael's Indian School team.

"While the Duck Lake boys were outweighed in their midget series they made it up in hockey know-how, skating ability and shooting accuracy. Their

drives, from any angle, had the Regina players scared and baffled at the same time."

To reach the finals the Duck Lake boys defeated Prince Albert, Saskatoon and Flin Flon.

Further hockey news was just received as we were preparing this issue for publication. From Little Current, Ontario, came the report that the Spanish Residential School had won the Algoma - Manitoulin N.O.S.S.A.A. title by defeating Little Current 14 - 3.

From Sioux Lookout, Ontario, comes the news that the Sioux Lookout Residential School hockey team battled their way into the local finals in their first year competition. We expect great things from the Sioux Lookout team in the years to come.

Free Booklets and other Teaching Materials:

We have had several requests from teachers that we again publish the names of firms who distribute free teaching aids. A few are as follows:

- (1) Salada Tea Company, Toronto, Ontario - 20 page booklet
"The Story of the Tea Plant".
- (2) Dominion Textile Company, P.O. Box 250, Montreal, P.Q. -
Demonstration kit on the story of Cotton.
- (3) Educational Department, Bristol Myers Company of Canada, Limited,
3035 St. Antoine St., Montreal 30, P.Q. -
complete dental health programme including wall chart,
teeth model, class hygiene records, dental certificates
and teacher's folder.
- (4) American Canning Company, Home Economics Section,
92 King Street East, Hamilton, Ont. - For Home Economics
Teachers: (i) Tested recipes using canned foods.
(ii) Help Make Canada Strong.
- (5) The Tea Bureau, 8 King Street East, Toronto, Ont.
(i) The Story of Tea (copy for each pupil)
(ii) Teacher's Manual - wall poster.
- (6) Kleenex Health Pledge Department, 330 University Avenue,
Toronto, Ontario, - Health Pledges;
- (7) Hewitson Shoe Company, Brampton, Ontario -
Shoe booklet of 16 pages (one per pupil).

32. HEALTH AND SOCIAL STUDIES TEACHING AIDS.

Just as this issue of the Bulletin was about to be printed we received news of the arrival of stocks of two useful teaching aids.

(1) "Health for Canada's Indians" - A booklet which has been prepared particularly for use in Indian schools and homes. A sample copy is enclosed for study. We will publish details as to how it is to be used in a future issue of the Bulletin. It is available at the scale of one per pupil.

(2) Map of Canada - size approximately 40"x60" - heavy paper with wooden rollers - revised to 1947 and prepared by our own Department. Scale of issue - one per classroom enrolling grade 4 and upwards. Schools with two or more classrooms will please send in a consolidated requisition.

SPECIAL ORDER FORM

Education Division -- Indian Affairs Branch
Please send me the teaching aids:

_____ copies Health for Canada's Indians
_____ Map (s) of Canada (_____ pupils in grade 4 and upwards)

Name of Teacher

School

Address

drives, from any angle, had the Rogers players scored and belied at the same time.

To reach the finals the Ducks have to defeat Prince Albert, Saskatoon and Wainwright.

Further hockey news was just received as we were preparing this issue for publication. From Little Current, Ontario, came the report that the Ontario Residential School had won the Alfons - McIsaac Memorial Cup by defeating Little Current 4-3.

From Sioux Lookout, Ontario, comes the news that the Sioux Lookout Residential School hockey team battled their way into the local finals in their first year competition. The exact event taking place the Sioux Lookout team in the finals is unknown.

These books are for teaching materials:

We have had several requests from teachers that we again publish the names of firms who distribute free teaching aids. A few are as follows:

- (1) Galah's Toy Company, Toronto, Ontario - 30 page booklet "The Story of the Toy Plant".
- (2) Canadian Textile Company, P.O. Box 280, Montreal, P.Q. - Demonstration kit on the story of cotton.
- (3) Educational Department, Bristol Works Company of Canada, Limited, 3035 St. Antoine St., Montreal 30, P.Q. - complete dental health programme including wall chart, tooth model, class hygiene records, dental certificates and teacher's folder.
- (4) American Canning Company, Home Economics Section, 92 King Street East, Hamilton, Ont. - For Home Economics Teachers: (i) Tested recipes using canned foods. (ii) Help Make Canada Strong.
- (5) The Toy Bureau, 8 King Street East, Toronto, Ont. (i) The Story of Toys (copy for each pupil) (ii) Teacher's Manual - wall poster.
- (6) Kleeber Health Pledge Department, 330 University Avenue, Toronto, Ontario - Health Pledges.
- (7) Hewitson Shoe Company, Brampton, Ontario - Shoe booklet of 16 pages (one per pupil).

3. HEALTH AND PHYSICAL EDUCATION:

Just as this issue of the Bulletin was about to be printed we received news of the arrival of a number of new useful teaching aids.

- (1) Health for Canada's Indians - A booklet which has been prepared for use in Indian schools and homes. A sample copy is enclosed for study. It is published in English and it is to be used in a future issue of the Bulletin. It is available at the rate of one per copy.
- (2) Map of Canada - size approximately 10" x 12" - heavy paper with wooden hangers - suitable for use in classroom. Copies of 1 and 2 are enclosed. Schools are urged to order a copy with two or more copies. Will please send in a completed registration.

4. INDIAN AFFAIRS:

Education Division - Indian Affairs Branch
Please send a few teaching aids.

Copies Health for Canada's Indians
by (a) of Canada (b) copies in Grade 4 and upwards

Name of Teacher _____
School _____
Address _____